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ABSTRACT

The current use of high technology in music instruction was surveyed, and music-related computer programs appropriate for Liberty Baptist College were recommended. Information on 59 programs was gathered and submitted to a panel of three music instructors, who selected 10 programs for further evaluation. A Courseware Evaluation Sheet was used to rate the 10 programs. The programs can be divided into four main areas (music theory, band, choir, music appreciation). The 10 subcategories are: music in theory and practice, mode drills, aural skills trainer, polywriter, marching band show design, micro-brass series, Pyware charting aid system, the uniform master, octavo filing system, and music lover's guide series. A listing of the programs according to the score ratings was submitted to the chairpersons of the Department of Music and Art and the Division of Fine Arts so that they might implement one or more of the programs. A list of seven commercial and three noncommercial music computer software programs, including addresses, is provided, along with the author of each program and the cost. A sample Courseware Evaluation Sheet is included for each of the 10 programs, along with scores on separate items and total rating for each program. (SW)

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ED268924

A SEARCH FOR AND EVALUATION OF COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS IN MUSIC FOR USE AT LIBERTY BAPTIST COLLEGE

SOCIETAL FACTORS AFFECTING EDUCATION

by

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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AUGUST 27, 1984

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ABSTRACT

The music department at Liberty Baptist College has recently established a computer center for student use. Currently, only one program is being utilized. As a result of an extensive literature search in the area of technology and music, conducted for the course "Societal Factors Affecting Education," fourteen sources of music-related computer programs were contacted. These sources provided information relating to 59 different programs. This information was submitted to a panel of three music instructors, which produced a list of ten programs considered most appropriate for use at Liberty Baptist College. These ten programs were then evaluated by the panel, using a "Courseware Evaluation Sheet." The resulting scores were averaged together, then the programs were listed according to their score ratings. This list will be submitted to the chairmen of the Department of Music and Art and the Division of Fine Arts, in the hope that they will act upon the list and decide to implement one or more of the appropriate programs.

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INTRODUCTION

The music department at Liberty Baptist College has recently established a computer center for student use. The only programs currently in use are sets one and two of Harmony Drills, designed by Bruce Benward for use with his music theory ear training textbook entitled Ear Training, A Technique For Listening. The purpose of this study was to survey the current use of high technology in music instruction and recommend which of the many other available programs would be most appropriate for use in the department of music.

BACKGROUND AND SIGNIFICANCE

The use of technology is nothing new to the discipline of music. As early electronic technologies were developed, they were applied to music, and a new type of musical composition, "electronic music," was created (Willman; 1974). With the recent development of low-cost computers, another area of music has begun to make use of these technologies. The discipline of music education, especially on the collegiate level, has made great strides in applying the computer technologies to standard educational programs. These efforts began in the late 1960s, when a team of Stanford University researchers, using an IBM 1620 computer, developed a pitch extraction device which could judge pitch accuracy of melodic patterns sung into a microphone. This computer-assisted instruction (CAI, as it is known) resulted in increased pitch awareness and increased interest in the use of CAI in music education. In 1967 the United States Office of Education funded a study at Pennsylvania State University that resulted in a computer program designed to assist in musical ear training, an important part of music theory education. By the early 1970s, the potential for music instruction using the PLATO (Programmed Logic for Automated Teaching Operations) computer system was being investigated at the University of Illinois and the University of Delaware (Eddins; 1981:7-14). In 1974, Peter Hofstetter, a pioneer in music CAI at the University of Delaware, developed the first commercially-available program for computer-assisted music instruction. This program became known as GUIDO, or Graded Units for Inter-

active Dictation Operations. This acronym comes from an eleventh-century monk named Guido D'Arrezo, who brought into popular use the musical staff and the solfeggio syllables "ut," "re," "mi," "fa," "sol," and "la" (Arenson; 1983:46).

In 1975, the National Consortium for Computer Based Music Instruction (NCCBMI) was founded, and, with its 125 members, comprises the largest of the interest groups making up the Association for the Development of Computer-Based Instructional Systems (ADCIS, Music Educators Journal; January, 1983:69). The ADCIS is an international, nonprofit organization that advanced the investigation and uses of computer-based instruction. Further research related to music CAI has been advanced by the recent development of A Center for Music Research (CMR) at Florida State University. The center is equipped with state-of-the-art computer and other related equipment, designed to provide a central location for ongoing research and development of computer-assisted instruction in music (Eddins; 1981:13).

The "technology explosion" has influenced all areas of education, and is, indeed, one of the five main factors outside of education that affects education. These factors are discussed in detail in the course "Societal Factors Affecting Education." At Liberty Baptist College, this "technology explosion" has resulted in a computer center in the science building and, as funds become available, computer centers are being established in all of the major areas. As previously mentioned, such a center has recently been established in the music department.

PROCEDURES

An exhaustive literature search in the area of technology and music awas conducted for the course "Societal Factors Affecting Education" (see Bibliography). This search resulted in the descovery of many new programs that might be useful in the instruction of music at Liberty Baptist College. After condensing the available material, a list of ten possible sources of relative information was established (see Appendix A). These sources were contacted and requested to provide detailed information about their program(s).

Of the ten sources contacted, only four responded. Therefore, four more sources were contacted. They are:

1. Apple Computer, Inc.
   20525 Mariani Avenue
   Cupertino, California 95014

2. Educational Computer Systems
   P.O. Box 185185
   Ft. Worth, Texas 76181

3. Music Education Incentives
   c/o Quadrangle Corporation
   1026 South 5th Street
   Springfield, Illinois 62703

4. Temporal Acuity Products, Inc.
   Building 1, Suite 200
   300 120th Avenue, N.E.
   Bellevue, Washington 98005

After all of the information was received, it became evident that there was an overabundance of available programs. In all, information relating to 59 different programs was received. This information was

copied and submitted to a panel of three music instructors. These instructors were asked to read the information and then to list the programs in order, from most appropriate to least appropriate for use at Liberty Baptist College. From this list, ten programs were selected for further evaluation, using the "Courseware Evaluation Sheet," which was developed by G. David Peters and included in the article "Teacher Training and High Technology," published in the January, 1984 issue of the Music Educators Journal (see appendix B).

The evaluation sheet is based on a numbering system. Ten individual criteria were rated from one to seven, with one representing "excellent" and seven representing "poor." After each criterion was rated, the numbers were added up and the total score was recorded at the bottom of the evaluation sheet. The scores of the evaluators' sheets were averaged together to determine a final score.

RESULTS

The programs are listed below according to their final score, with the program with the lowest score being considered the most appropriate for use in the department of music at Liberty Baptist College, the second lowest scored program being considered the second most appropriate etc. All ten of the programs' individual evaluation sheets, with the evaluators' scores averaged, are included as Appendix C.

Program Title and Author	Average Rating Score
1. Music In Theory and Practice by: Bruce Benward cost: volume I - $400.00, volume II - $275.00	16
2. Marching Band Show Design by: Anonymous cost: $1,662.00, including computer	19
3. Micro-Brass Series by: William R. Higgins and David B. Williams cost: $295.00	24
4. Music Lover's Guide Series by: David B. Williams, Al Blackford, and Julie Schulze cost: $360.00 (six programs)	25
5. Pyware Charting Aid System by: Anonymous cost: $575.00	26
6. Mode Drills by: George Makas cost: $70.00	28
7. Octavo Filing System by: Glen Anderson cost: $75.00	31
8. Aural Skills Trainer by: Vincent Oddo cost: $99.95	32

9. The Uniform Master 32
by: M. Max McKee
cost: $190.00

10. Polywriter 33
by: Anonymous
cost: $299.00

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

The selected programs cover a wide range of music-related topics, and would all be useful in the department of music. The programs can be divided into four main use areas:

		Score:
1.	Music Theory:	
	a. Music In Theory and Practice	(16)
	b. Mode Drills	(28)
	c. Aural Skills Trainer	(32)
	d. Polywriter	(33)
2.	Band:	
	a. Marching Band Show Design	(19)
	b. Micro-Brass Series	(24)
	c. Pyware Charting Aid System	(26)
	d. The Uniform Master	(32)
3.	Choir:	
	a. Octavo Filing System	(31)
4.	Music Appreciation	
	a. Music Lover's Guide Series	(25)

The results of this study will be presented to the chairmen of the Department of Music and Art and the Division of Fine Arts, in the hope that they will act upon the list and decide to implement one or more of the appropriate programs. The cost of each program is included in the Results section, although cost-worthiness was not considered by the evaluators. Any decisions related to the cost of the programs will be made by the chairmen.

It must be understood that this study was conducted at, and applied to, one institution. Any such study conducted at a different institution would certainly produce different results.

It is hoped that, as a result of pursuing this study, consideration will be given if and when the need arises to train one or more faculty to use the new technologies as they are developed for use in music computer-assisted instruction at Liberty Baptist College.

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Appleton, Jon. "The Synclavier: A Complex Tool for Performance, Teaching, and Composition," Music Educators Journal, 69, No. 5: 67. January, 1983.

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Buehning, Walt, and Erv Schieman. "Simulation Can Teach Teachers," Music Educators Journal, 69, No. 5:54-55. January, 1983.

Eddins, John. "A Brief History of Computer-Assisted Instruction in Music," College Music Symposium, 21, No. 2:7-14. Fall, 1981.

Franklin, James L. "What's a Computer Doing in My Music Room?" Music Educators Journal, 69, No. 5:28-32. January, 1983.

Gross, Dorothy, and Roger E. Foltz. "Ideas on Implementation and Evaluation of a Music CAI Project," College Music Symposium, 21, No. 2:22-26. Fall, 1981.

Hofstetter, Fred T. "Applications of the GUIDO System to Aural Skills Research, 1975-80," College Music Symposium, 21, No. 2:46-53. Fall, 1981.

_____. "Microelectronics and Music Education," Music Educators Journal, 65, No. 8:38-45.

Killam, Rosemary N. "Research Applications in Music CAI," College Music Symposium, 21, No. 2:37-44. Fall, 1981

Kuzmich, John, Jr. "Computers for Music Teachers," The Instrumentalist, 38, No. 9:10-14. April, 1984.

Muro, Don. "Setting Up Today's Music Studio," Music Educators Journal, 69, No. 5:66. January, 1983.

_____. "Synthesizer Update," Music Educators Journal, 69, No. 5:63-65. January, 1983.

Pembrook, Randall G. "Music for the Eyes: Slides/Tape and Videotape Techniques," Music Educators Journal, 69, No. 5:55-57. January, 1983.

Peters, G. David. "Hardware-Development for Computer-Based Instruction," College Music Symposium, 21, No. 2:15-21. Fall, 1981.

_____. "Teacher Training and High Technology," Music Educators Journal, 70, No. 5:35-38. January, 1984.

Sherbon, James W. "Chips and Diodes of Microcomputer," Music Educators Journal, 69, No. 5:32-38. January, 1983.

Shrader, David L. "Microcomputer-Based Teaching," College Music Symposium, 21, No. 2:27-36. Fall, 1981.

Taylor, Jack A. "Computers as Music Teachers," Music Educators Journal, 69, No. 5:43-45. January, 1983.

Turrietta, Cheryl R. "Building a Music System," Music Educators Journal, 69, No. 5:52-53. January, 1983.

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Wittlich, Gary E. "Evaluating Microcomputers for the Delivery of Music Instruction," The School Musician, January, 1984.

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Wolfe, George. "Creative Computers-Do They Think?" Music Educators Journal, 69, No. 5:59-62. January, 1983.

Zinar, Ruth. "Using Visual Media In Music Instruction," The American Music Teacher, 28, No. 5:20-21. April/May, 1979.

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Carpenter, Thomas H. Televised Music Instruction, Washington, D.C.: Music Educators National Conference, 1973.

Roucek, Joseph, ed. Programmed Teaching, New York: Philosophical Library, 1965.

Taylor, Robert P., ed. The Computer in the School: Tutor, Tool, Tutee, New York: Teachers College Press, 1980.

Thomas, James L., ed. Microcomputers in the Schools, Phoenix, Arizona: Oryx Press, 1981.

Weinstock, Ruth, ed. Communications Technologies in Higher Education, Washington, D.C.: Communications Press, Inc., 1977.

Willman, Fred. Electronic Music for Young People, New York: The Center for Applied Research in Education, Inc., 1974.

APPENDIX A

SOURCES OF PROGRAMS UTILIZING MUSIC

COMPUTER-ASSISTED INSTRUCTION

A. Computer Software Programs-Commercial

1. Computer Applications Tomorrow
   P.O. Box 605
   Birmingham, Michigan 48012

2. Electronic Courseware Systems
   P.O. Box 2374
   Station A
   Champaign, Illinois 61820

3. Mountain Computer
   300 El Pueblo Road
   Scotts Valley, California 95066

4. Musitronics
   P.O. Box 411
   Owatonna, Minnesota 55060

5. Notable Software
   P.O. Box 1556-ME
   Philadelphia, Pennsylvania 19105

6. Passport Designs
   116 North Cabrillo Highway
   Half Moon Bay, California 94019

7. Syntauri Corporation
   3506 Waverley Street
   Palo Alto, California 94306

B. Computer Software Programs-Noncommercial

1. The GUIDO System
   3506 Waverley Street
   Palo Alto, California 94306

2. Microcomputer/Video Simulation System
   c/o Walt Buehning
   Department of Music
   University of Calgary
   Alberta, Canada T2N IN4

3. Various Programs
   c/o The Center for Music Research
   Florida State University
   Tallahassee, Florida

APPENDIX B

Courseware Evaluation Sheet

Author _____

Program Title _____

Publisher _____

Computer _____

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	2	3	4	5	6	7	
2. Visual Effects and Timing	1	2	3	4	5	6	7	
3. Student/Machine Interaction	1	2	3	4	5	6	7	
4. Teaching Strategies Used	1	2	3	4	5	6	7	
5. Use of Special Function Keys	1	2	3	4	5	6	7	
6. Richness of Branching	1	2	3	4	5	6	7	
7. Overall Style and Organization	1	2	3	4	5	6	7	
8. Subject Matter Accuracy	1	2	3	4	5	6	7	
9. Technical/Mechanical Functioning	1	2	3	4	5	6	7	
10. Supporting Documentation	1	2	3	4	5	6	7	

Total Rating _____

Figure 1.

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APPENDIX C

Courseware Evaluation Sheet

Author: None Listed

Program Title: Marching Band Show Design

Publisher: Music Education Incentives

Computer: Radio Shack 64K (included)

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	(2)	3	4	5	6	7	
2. Visual Effects and Timing	(1)	2	3	4	5	6	7	
3. Student/Machine Interaction	1	2	3	4	(5)	6	7	
4. Teaching Strategies Used	1	2	3	4	(5)	6	7	
5. Use of Special Function Keys	(1)	2	3	4	5	6	7	
6. Richness of Branching	(1)	2	3	4	5	6	7	
7. Overall Style and Organization	(1)	2	3	4	5	6	7	
8. Subject Matter Accuracy	(1)	2	3	4	5	6	7	
9. Technical/Mechanical Functioning	(1)	2	3	4	5	6	7	
10. Supporting Documentation	(1)	2	3	4	5	6	7	

Total Rating: 19

Figure 1.

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Courseware Evaluation Sheet

Author: Bruce Benward

Program Title: Music In Theory and Practice

Publisher: Micro-Music Software Library - T.A.P., Inc.

Computer: Apple II or compatible 64 K computer

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	(2)	3	4	5	6	7	
2. Visual Effects and Timing	1	(2)	3	4	5	6	7	
3. Student/Machine Interaction	1	(2)	3	4	5	6	7	
4. Teaching Strategies Used	(1)	2	3	4	5	6	7	
5. Use of Special Function Keys	1	(2)	3	4	5	6	7	
6. Richness of Branching	1	(2)	3	4	5	6	7	
7. Overall Style and Organization	(1)	2	3	4	5	6	7	
8. Subject Matter Accuracy	(1)	2	3	4	5	6	7	
9. Technical/Mechanical Functioning	1	(2)	3	4	5	6	7	
10. Supporting Documentation	(1)	2	3	4	5	6	7	

Total Rating: 16

Figure 1.

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Courseware Evaluation Sheet

Author William R. Higgins and David R. Williams

Program Title Micro-Brass Series

Publisher Micro-Music Software Library - T.A.P., Inc.

Computer Apple II or compatible 64K computer

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	(2)	3	4	5	6	7	
2. Visual Effects and Timing	1	2	3	(4)	5	6	7	
3. Student/Machine Interaction	1	2	3	(4)	5	6	7	
4. Teaching Strategies Used	1	(2)	3	4	5	6	7	
5. Use of Special Function Keys	1	(2)	3	4	5	6	7	
6. Richness of Branching	1	2	(3)	4	5	6	7	
7. Overall Style and Organization	1	(2)	3	4	5	6	7	
8. Subject Matter Accuracy	(1)	2	3	4	5	6	7	
9. Technical/Mechanical Functioning	1	(2)	3	4	5	6	7	
10. Supporting Documentation	1	(2)	3	4	5	6	7	

Total Rating 24

Figure 1.

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Courseware Evaluation Sheet

Author David B. Williams, Al Blackford, and Julie Schulze

Program Title Music Lover's Guide Series

Publisher Micro-Music Software Library - T.A.P., Inc.

Computer Apple II or compatible 64K computer

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	2	(3)	4	5	6	7	
2. Visual Effects and Timing	1	(2)	3	4	5	6	7	
3. Student/Machine Interaction	1	(2)	3	4	5	6	7	
4. Teaching Strategies Used	1	(2)	3	4	5	6	7	
5. Use of Special Function Keys	1	2	(3)	4	5	6	7	
6. Richness of Branching	1	2	3	(4)	5	6	7	
7. Overall Style and Organization	1	2	(3)	4	5	6	7	
8. Subject Matter Accuracy	1	(2)	3	4	5	6	7	
9. Technical/Mechanical Functioning	1	(2)	3	4	5	6	7	
10. Supporting Documentation	1	(2)	3	4	5	6	7	

Total Rating 25

Figure 1.

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Courseware Evaluation Sheet

Author: None Listed

Program Title: Pyware Charting Aid System

Publisher: Educational Computer Systems

Computer: Apple II or compatible 64K computer

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	(2)	3	4	5	6	7	
2. Visual Effects and Timing	1	(2)	3	4	5	6	7	
3. Student/Machine Interaction	1	2	3	4	(5)	6	7	
4. Teaching Strategies Used	1	2	3	4	(5)	6	7	
5. Use of Special Function Keys	1	2	(3)	4	5	6	7	
6. Richness of Branching	1	2	(3)	4	5	6	7	
7. Overall Style and Organization	1	(2)	3	4	5	6	7	
8. Subject Matter Accuracy	1	(2)	3	4	5	6	7	
9. Technical/Mechanical Functioning	(1)	2	3	4	5	6	7	
10. Supporting Documentation	(1)	2	3	4	5	6	7	

Total Rating: 26

Figure 1.

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Courseware Evaluation Sheet

Author George Makas

Program Title Mode Drills

Publisher Micro-Music Software LIbrary - T.A.P., Inc.

Computer Apple II or compatible 64K computer

Rate each of the following on a scale of 1 to 7.

	Excellent					Poor		Comments:
1. Presentation Techniques	1	(2)	3	4	5	6	7	
2. Visual Effects and Timing	1	2	(3)	4	5	6	7	
3. Student/Machine Interaction	1	(2)	3	4	5	6	7	
4. Teaching Strategies Used	1	(2)	3	4	5	6	7	
5. Use of Special Function Keys	1	2	3	(4)	5	6	7	
6. Richness of Branching	1	2	3	(4)	5	6	7	
7. Overall Style and Organization	1	2	(3)	4	5	6	7	
8. Subject Matter Accuracy	1	(2)	3	4	5	6	7	
9. Technical/Mechanical Functioning	1	2	(3)	4	5	6	7	
10. Supporting Documentation	1	2	(3)	4	5	6	7	

Total Rating 28

Figure 1.

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Courseware Evaluation Sheet

Author: Glen Anderson

Program Title: Octavo Filing System

Publisher: Micro-Music Software LIbrary - T.A.P., Inc.

Computer: Apple II or compatible 64K computer

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	2	(3)	4	5	6	7	
2. Visual Effects and Timing	1	(2)	3	4	5	6	7	
3. Student/Machine Interaction	1	2	(3)	4	5	6	7	
4. Teaching Strategies Used	1	2	3	4	(5)	6	7	
5. Use of Special Function Keys	1	(2)	3	4	5	6	7	
6. Richness of Branching	1	2	(3)	4	5	6	7	
7. Overall Style and Organization	1	2	3	(4)	5	6	7	
8. Subject Matter Accuracy	1	2	(3)	4	5	6	7	
9. Technical/Mechanical Functioning	1	2	(3)	4	5	6	7	
10. Supporting Documentation	1	2	(3)	4	5	6	7	

Total Rating: 31

Figure 1.

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Courseware Evaluation Sheet

Author Vincent Oddo

Program Title Aural Skills Trainer

Publisher Educational Computer Systems

Computer Apple II, IBM-PC, Commodore-64

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	2	3	(4)	5	6	7	
2. Visual Effects and Timing	1	2	(3)	4	5	6	7	
3. Student/Machine Interaction	1	2	(3)	4	5	6	7	
4. Teaching Strategies Used	1	2	(3)	4	5	6	7	
5. Use of Special Function Keys	1	2	3	(4)	5	6	7	
6. Richness of Branching	1	2	3	(4)	5	6	7	
7. Overall Style and Organization	1	2	3	4	(5)	6	7	
8. Subject Matter Accuracy	1	(2)	3	4	5	6	7	
9. Technical/Mechanical Functioning	1	(2)	3	4	5	6	7	
10. Supporting Documentation	1	(2)	3	4	5	6	7	

Total Rating 32

Figure 1.

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Courseware Evaluation Sheet

Author M. Max McKee

Program Title The Uniform Master

Publisher Micro-Music Software Library - T.A.P., Inc.

Computer Apple II or compatible 64K computer

Rate each of the following on a scale of 1 to 7.

	Excellent					Poor		Comments:
1. Presentation Techniques	1	2	(3)	4	5	6	7	
2. Visual Effects and Timing	1	(2)	3	4	5	6	7	
3. Student/Machine Interaction	1	2	3	(4)	5	6	7	
4. Teaching Strategies Used	1	2	3	4	5	(6)	7	
5. Use of Special Function Keys	1	2	(3)	4	5	6	7	
6. Richness of Branching	1	2	3	(4)	5	6	7	
7. Overall Style and Organization	1	2	(3)	4	5	6	7	
8. Subject Matter Accuracy	1	2	(3)	4	5	6	7	
9. Technical/Mechanical Functioning	1	(2)	3	4	5	6	7	
10. Supporting Documentation	1	(2)	3	4	5	6	7	

Total Rating 32

Figure 1.

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Courseware Evaluation Sheet

Author None Listed

Program Title Polywriter

Publisher Passport Designs, Inc.

Computer Apple II or compatible 64K computer

Rate each of the following on a scale of 1 to 7.

	Excellent						Poor	Comments:
1. Presentation Techniques	1	2	3	(4)	5	6	7	
2. Visual Effects and Timing	1	(2)	3	4	5	6	7	
3. Student/Machine Interaction	1	(2)	3	4	5	6	7	
4. Teaching Strategies Used	1	2	3	4	5	6	(7)	
5. Use of Special Function Keys	1	2	3	4	5	(6)	7	
6. Richness of Branching	1	2	3	4	(5)	6	7	
7. Overall Style and Organization	1	(2)	3	4	5	6	7	
8. Subject Matter Accuracy	1	(2)	3	4	5	6	7	
9. Technical/Mechanical Functioning	1	(2)	3	4	5	6	7	
10. Supporting Documentation	(1)	2	3	4	5	6	7	

Total Rating 33

Figure 1.

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